Rulemaking:
Institutional & Program Approval

May 9, 2014

Initial PEPER Redesign Work

The original charge for PEPER Redesign:

1. *Develop a comprehensive system for continuing program approval that is based on the successful demonstration of measures of candidate competence and performance data.*
2. *Develop a system of program approval that will allow for data analysis that will inform policy discussions and decisions as well as practices at the institutional level.*

… from INPUTS ⟹ OUTPUTS:

PERCA

Program Effectiveness Reports for Continuing Approval

Working Group

Name	Institution
Jane Anderson	St. Mary's University
Michelle Beach	Southwest State
Donald Easton-Brooks	Hamline
Susan Johnson	Northwestern College
Judy Kuechle	U of M, Morris
Lynn Mahlum	MSU, Moorhead
Jill Martin	Bethel
Bruce Munson	U of M, Duluth
Michelle Page	U of M, Morris
Scott Page	MSU, Mankato
Deb Pitton	Gustavus
Maureen Prenn	Mankato
John Melick	St. Thomas
Paul Spies	Metro State
Rhea Walker	Winona
Richard Wassen	MDE
Karen Balmer	BOT
Erin Doan	BOT
JoAnn Van Aernum	BOT

The “to do” list

- Institutional (“unit”) approval:
  - Standards
  - Timelines
  - Approval processes and determinations
- Program approval
  - RIPA: Request for Initial Program Approval
  - PERCA: Program Effectiveness Reports for Continuing Approval
  - Program types: Standard, Experimental, Alternative
  - Standards
  - Data requirements
  - Timelines
  - Approval processes and determinations

PERCA: Program Effectiveness Reports for Continuing Approval

	INITIAL					
	Standard	**Experimental**	**Alternative**	**Continuing: INITIAL**	**Continuing: ENDORSEMENT ***	
Duration of approval	1 or 2 years; to sync with PERCA cycle for other approved programs	Annual for up to 3 years based on compliance with reporting requirements *	Annual for up to 3 years based on compliance with reporting requirements *	2 years	2 years	
						PRP option
Program Identification	√	√	√	√	√	no
Standards of Effective Practice (SEP) Coursework	√	√	√	√	√	**YES**
Standards of Effective Practice (SEP) Matrix	√	√	√	√	√	no
SEP Evidence	**√**	**√**	**√**			**YES**
Content Coursework	√	√	√	√	√	**YES**
Content Standards Matrix	√	√	√	√	√	no
Content Evidence	**√**	**√**	**√**			**YES**
Clinical Experiences & Student Teaching	√	√	√	√	√	**YES**
Faculty Qualifications	√	√	√	√	√	**YES**
Assessment Processes	√	√	√	√	√	**YES**
Data from 4 key signature assessments					√	**YES**
Program Development and Capacity	**√**	**√**	**√**			**YES**
Program Defense/Waiver requests to BOT stds		**√**	**√**			**YES**
Statutory requirements			**√**			**YES**
TPA: Teacher Performance Assessment						no
Task 1: Planning Instruction & Assessment				√		no
Task 2: Instructing and Engaging Students in Learning				√		no
Task 3: Assessing Student Learning				√		no
Content Knowledge tests				√	√	no
By subtest						
Pedagogy tests				√		no
By subtest						
Continuous Improvement & Data-Driven Decision-Making				√	√	**YES**
New Teacher Survey				√		
Supervisor Survey				√		
Student teaching or field-based experience data					√	
Institutional Authorization	√	√	√	√	√	√

PRP = Program Review Panel

PERCA: Who should be included in Tier 2 data?

- Step #1: Use of federal Title II data
  - *Program completer:* A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

PERCA: Who should be included in Tier 2 data?

Step #2: Minnesota-specific clarifications

<u>Recommendation from staff:</u>

The following candidates must be included in the data submitted for PERCA:

- complete 50% or more of a programs' requirements
- are subject to specific tests for the licensure field
- are subject to the TPA requirement for the licensure program
- successfully complete a student teaching placement

PERCA: Who should be included in Tier 2 data?

- Step #2 continued: Minnesota-specific clarifications
- MTLE content and pedagogy exams and TPA are included regardless of recommendation for licensure or program requirements. Even if tests are considered a program requirement, candidate scores will be included in the data.
- Rather than having 2 separate reporting sources/cycles, and in an effort to ensure “clean” data, IHEs will use Title II as the source for testing data.
- For both TPA and MTLE, a candidate’s best attempt will be included in the data.
- For MTLE, candidates earning either an initial license or an additional license, including endorsement fields, will be included.
- Candidates who receive a degree or certificate of completion are part of the data regardless of whether a recommendation for licensure is given.

PERCA: What surveys options should be available for Tier 3?

Recommendation from staff:

- Allow for the option of using a locally developed survey that meets BOT-established criteria within Tier 3.

- What information should be gathered in Tier 3 surveys?
  - Summary – development process, SEP alignment, reliable and valid, and analytic capacities
  - Response rate – # and/or % of respondents, follow-up attempts, patterns of response and non-response; attempts to increase response over time
  - Program analysis – areas of greatest strength and areas for improvement; correlation with other data points (both within PERCA and in addition to PERCA)
  - Program impact – action items, plans, goals

Continuous Improvement

- Summary and analysis of findings based on responses to locally determined surveys, including program strengths, areas for improvement, and response rates.
- Summary and analysis of findings based on responses to locally determined surveys of school administrators employing program completers at the end of their first year of classroom teaching including program strengths, areas for improvement, and response rates
- Description of the ways in which aggregated data from multiple assessments are regularly analyzed for program evaluation purposes, including content-specific data, licensure examinations, survey data, performance assessments, and others required by the unit and/or program.
- Identification of the constituent groups that collaborate with program faculty in the regular and systematic evaluation of this program.
- Summary of progress made toward the goals and plans reported in the previous PERCA cycle.
- Goal Setting for the upcoming 2 years using data reported in the items above to further develop continuous improvement plans.

PERCA: What data should be collected from endorsement programs?

- Endorsement fields – cannot be earned as a base license:
  - 5-8 Middle Level (Communication Arts, Mathematics, Science, Social Studies)
  - Preprimary
  - K-8 World Language & Culture
  - Reading Teacher; Reading Leader
  - Bilingual / Bicultural Education
  - Special Education: Developmental Adapted Physical Ed. (DAPE)

PERCA: Should related service fields be included?

- 5 related service fields:
  - Speech-Language Pathologist
  - School Nurse
  - School Psychologist
  - School Social Worker
  - School Counselor

<u>Recommendation from staff:</u>

- Discontinue the option of a BOT approval process for School Counselor programs and require approval by the Council for the Accreditation of Counseling and Related Educational Services.

Approval Status Options Based on PERCA Reviews

Approval Status	BOT Action	Status Details	Duration of Status	Additional Notes	Peer Review Panel
Approved	Approval	N/A	2 years		May be used for determinations within Tiers 1 or 3
Approved with Continuous Improvement Focus	Approval of program with a continuous improvement focus; follow-up report required in 2 years	The institution must address the focus area in the Continuous Improvement report (Tier 3) and submit evidence of progress in the next reporting cycle.	2 years	This status should not trigger any federal (ie: Title II) repurcussions. If the follow-up report demonstrates sufficient evidence of progress, the Board may extend this approval for another 2 years.	Must provide recommendation to BOT regarding continuous improvement plan
Probationary	Authorization to continue the program, with one year to demonstrate progress on identified area(s) of weakness.	Program will be reported as probationary, which may result in federal (Title II) implications. If the program demonstrates sufficient progress within one year, the Board may extend the probationary period.	1 year	Students enrolled in the program must be notified of the approval status.	Must review data prior to BOT action; if approval status is specific to Tier 1 or 3, must provide recommendation to BOT
Discontinuation	Effective date set for discontinuation of approval	Program must submit names of all candidates in the pipeline; institution is responsible for placing candidates in other programs after the discontinuation date.	N/A	The institution cannot submit a RIPA for this licensure field for 3 years.	Must review data prior to BOT action

PRP: Program Review Panel

- Establish PRP as a standing committee of the Board
- Membership (voting):
  - BOT: Teacher member
  - MACTE: 6 elected reps (2 per caucus)
  - MDE: 1 representative
  - Education Minnesota: 1 representative
  - Other: 3 representatives appointed by the Board to represent perspectives outside the other member groups with knowledge and experience in teacher preparation
- Members will recuse themselves from reviews at current or former IHE/ program or other conflicts
- BOT staff will facilitate the work of the PRP and serve as non-voting members

Program Review Panel

PROGRAM REVIEW PANEL (PRP).

The PRP will review the following programs:

A. programs flagged within the PERCA system under part 8705.2200, including low-volume programs;

B. programs with an existing approval status of:

(1) approved with continuous improvement focus; and

(2) probationary; and

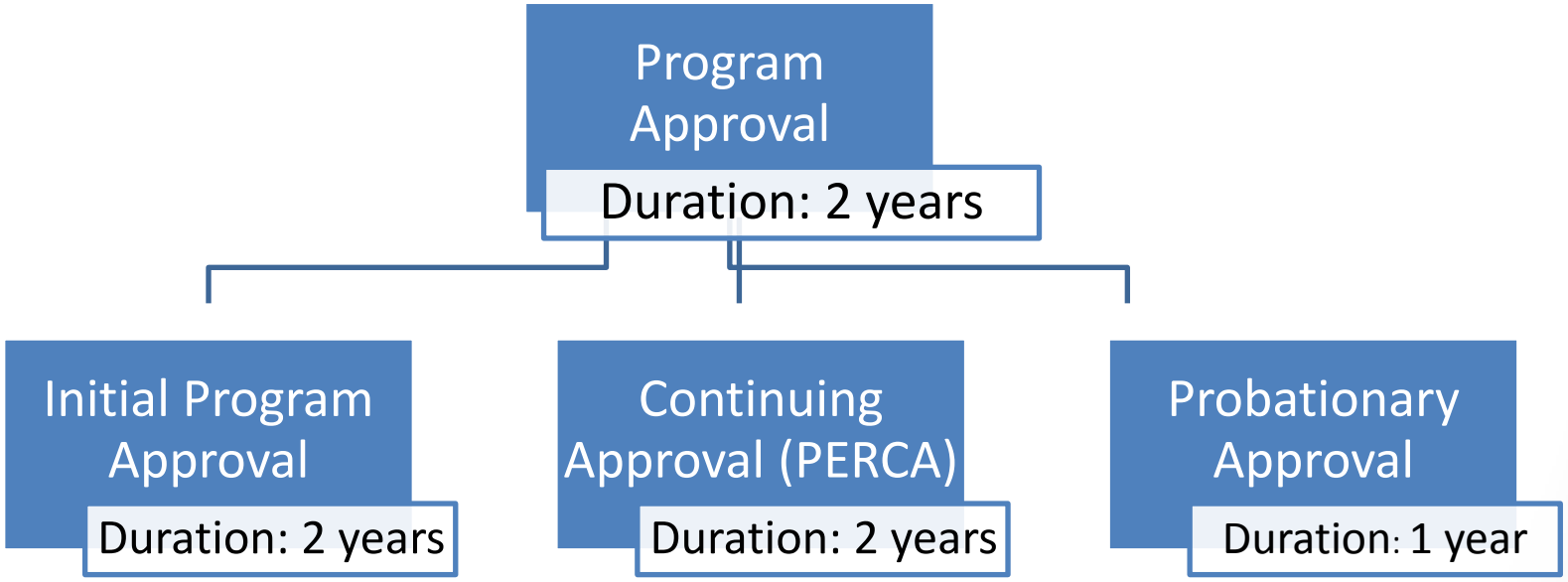
C. new programs, including:

(1) all nonconventional;

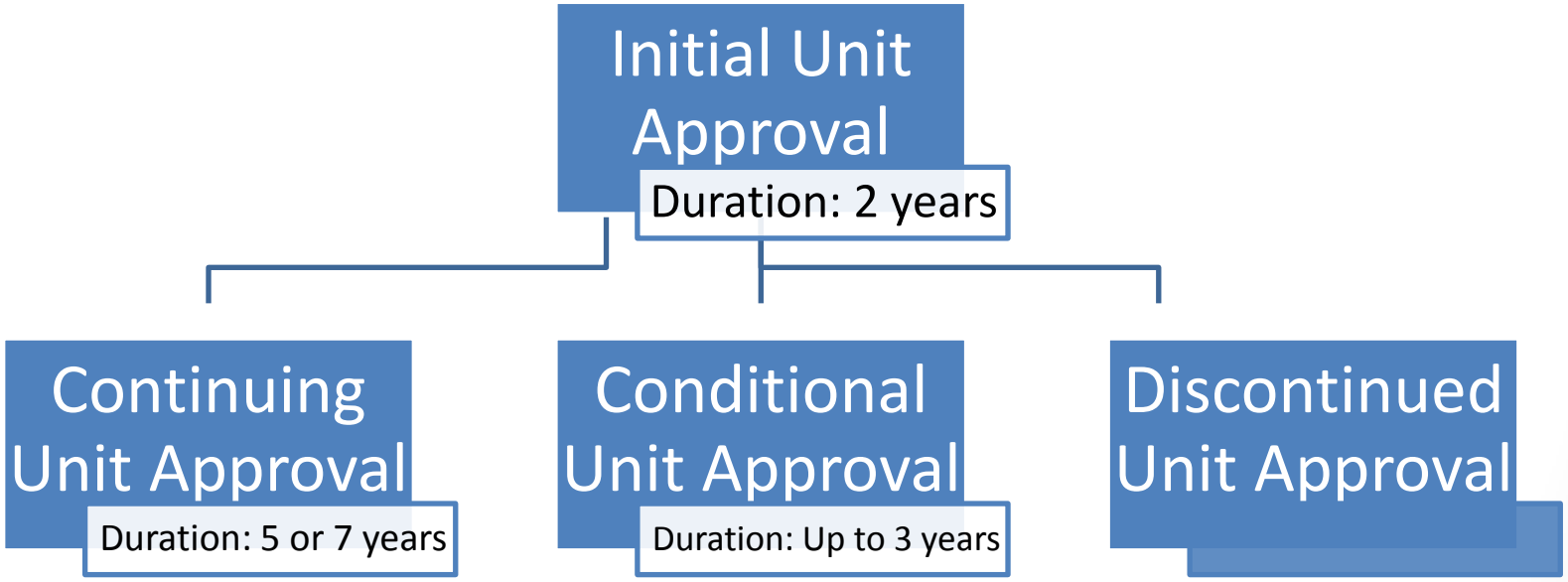
(2) all alternative; and

(3) standard programs flagged by review.

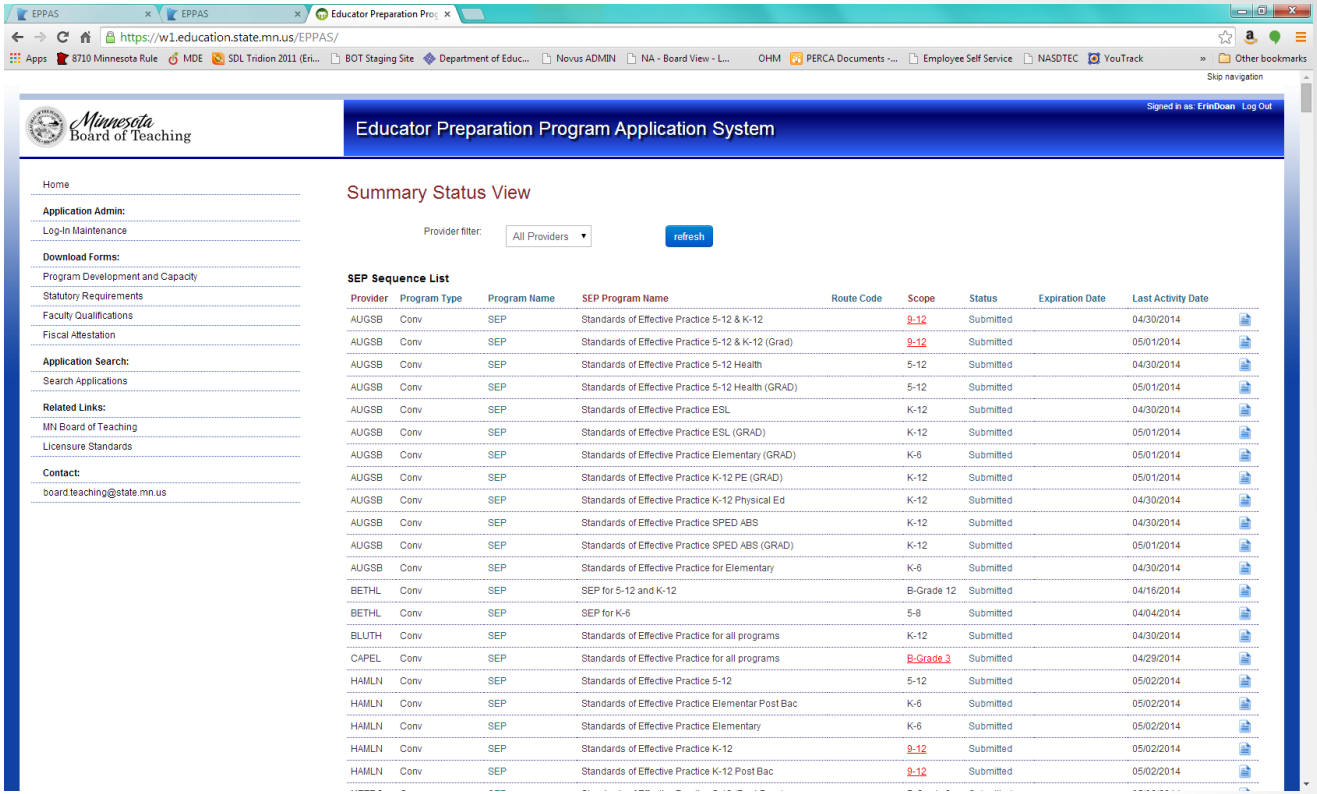
Program: Approval Categories



Unit Approval Categories



EPPAS



- Development Funded through state grant to develop a longitudinal data system
- Developed 2012-13; Launched in August 2013
- Dual Purpose as reporting system and archive of program history

Next steps

- Statement of Need and Reasonableness (finalized Nov. 4, 2013)
- Publication in State Registry (April 28, 2014)
- Public Comment period (April 28 – May 28)
- Follow up meeting with PERCA Task Force (May 16)
- Public Hearing Scheduled for May 30, 2014 at 9:30 a.m.
  MDE Conference Center B, Room 16
- BOT agenda item for approval
  (August 2014 – Pending ALJ findings)
- Expected adoption: Fall 2014
- Estimated effective date: Fall 2015
- Existing program approval criteria is used for 2014 and 2015 program approval decisions